

KOLSA 2

Konferensi Linguistik Tahunan Atma Jaya:
Tingkat Internasional

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Jakarta 12930

24-25 Februari 2004

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KATA PENGANTAR

Konferensi Linguistik Tahunan Atma Jaya (KOLITA) menginjak usianya yang kedua pada tahun 2004 ini. Sesuai dengan semangat KOLITA yang didengungkan sejak KOLITA pertama kali diselenggarakan, KOLITA memberikan kesempatan kepada ilmuwan yang tertarik pada bidang kebahasaan untuk menyebarluaskan hasil penelitian atau temuannya kepada masyarakat ilmuwan pada umumnya dan pemerhati bahasa pada khususnya.

Pada usianya yang masih sangat muda ini, KOLITA telah berkembang dalam dua hal. Pertama, KOLITA tahun 2004 dimeriahkan tidak hanya oleh penyaji makalah yang datang dari penjurus Nusantara saja, tetapi juga oleh mereka dari mancanegara: Brunei Darussalam, Malaysia, dan Jerman. Karena itu, KOLITA tahun ini bertingkat internasional. Dari dalam negeri, selain pemakalah dari institusi/universitas yang tersebar di seluruh Pulau Jawa, tercatat pemakalah yang datang dari luar Pulau Jawa, seperti Palu, Sumatera Utara, Sumatera Barat, Lampung, Bali, dan Timor.

Kedua, jumlah pemakalah pada KOLITA tahun 2004 ini meningkat. Tahun yang lalu KOLITA menghadirkan "hanya" 53 pemakalah (seharusnya 56 karena yang tiga berhalangan hadir). Tahun ini, makalah yang disuguhkan mencapai 71 buah; empat di antaranya disajikan secara berpasangan. Dengan demikian, ada 75 orang yang akan tampil sebagai penyaji pemakalah. Jumlah ini dapat lebih banyak apabila tidak ada penyeleksian makalah dan keterbatasan tempat. Dengan meningkatnya jumlah makalah, maka kali ini diperlukan 3 ruang paralel dengan masing-masing makalah berdurasi 25 menit.

Meskipun makalah yang akan disajikan pada KOLITA tahun 2004 berjumlah 71, buku ini memuat 73 makalah karena ada dua pemakalah yang mengundurkan diri pada saat-saat terakhir buku panduan ini disiapkan.

Semua makalah dalam buku panduan ini disajikan sesuai aslinya; dalam arti bahwa kami tidak melakukan penyuntingan. Yang kami lakukan hanyalah penyesuaian format dan perubahan font dari 12 menjadi 11 karena ada beberapa makalah yang panjangnya melebihi lima halaman. Dalam brosur KOLITA yang kami sebarluaskan, salah satu syarat penulisan makalah adalah "Panjang makalah maksimum 5 halaman, termasuk bibliografi mutakhir (wajib)". Apabila setelah fontnya diubah makalah tetap melebihi lima halaman, kami terpaksa memotong makalah tersebut. Hal ini sengaja kami lakukan karena kami berusaha menerapkan budaya disiplin yang menurut kami sudah seharusnya diikuti oleh setiap ilmuwan.

Akhir kata, selamat ber-KOLITA! Semoga temu ilmiah ini bermanfaat dan menambah wawasan kita semua.

Jakarta, 24 Februari 2004

Panitia Penyelenggara KOLITA-2

INFORMASI TENTANG SIDANG KOLITA-2

A. Akademik

1. Pembicara

- Menyajikan makalahnya dalam waktu maksimal 15 menit dan menyediakan waktu 10 menit untuk tanya jawab.
- Menjawab pertanyaan dengan jelas tetapi sependek mungkin.

2. Pemandu

- Dimohon untuk memperkenalkan pembicara secara singkat.
- Dimohon untuk tidak menyita waktu pembicaraan.
- Dimohon untuk tidak meringkaskan isi makalah atau hasil sidang.
- Dimohon untuk mengakhiri sidang sesuai jadwal.

3. Penanya

- Diperbolehkan mengajukan hanya satu pertanyaan, tanpa a, b, c, dsb.

B. Buku Panduan

1. Penyaji dan peserta yang telah mendaftar sebelum tanggal 16 Februari 2004 mendapatkan buku panduan.
2. Peserta yang mendaftar setelah 16 Februari 2004 atau pada saat pendaftaran tidak dijamin memperoleh buku panduan pada saat sidang KOLITA-2 berlangsung.
3. Mereka yang menginginkan buku panduan dapat memesannya dengan menambah ongkos kirim sebesar Rp. 25.000,00. Mohon formulir permintaan buku panduan diisi dan diserahkan kepada Panitia.

C. Lain-lain

1. Panitia tidak menyediakan makan siang. Peserta dapat memilih kantin di kampus atau tempat makan lainnya yang terletak di sekitar kampus (lihat denah di halaman 330). Rata-rata harga makanan di kantin antara Rp. 5.000,00 – Rp. 7.500,00.
2. Kudapan pagi dan sore disediakan di *lobby* dan dapat diambil pada waktu istirahat kudapan.
3. Peserta yang merencanakan untuk pindah ke ruangan lain dimohon untuk duduk di bagian belakang ruangan agar tidak mengganggu jalannya sidang.

JADWAL KOLITA-2
PKBB, UNIKA ATMA JAYA, JAKARTA

Lokasi: Gedung Yustinus, Lantai 14

Sidang Hari Pertama: Selasa, 24 Februari 2004

WAKTU	KEGIATAN	RUANG	MAKALAH DI HLM.
8.00- 9.00	Pendaftaran dan Pameran Buku	Lobby	-
9.00- 9.20	Pembukaan	R01-R03	-
9.25- 9.50	Titik Indiyastini , <i>Kohesi Tokoh dalam Wacana Dongeng Berbahasa Jawa</i> Pemandu: Budi Susanto, S.J.	R-01	219-223
	Yetty Morelent , <i>Pemerolehan Kosa Kata Bahasa Indonesia Anak Umur 2,5 Tahun</i> Pemandu: Nurhayati	R-02	238-241
	Yuliana & Carolina Chuciardi , <i>The Levels of Vocabulary and Sentence Structure as Found in '101 Dalmatians' Animated Cartoon Film</i> Pemandu: Katubi	R-03	246-250
9.50-10.15	Nugraha Krisdiyanta , <i>English Nominalization Using Suffix -ation</i> Pemandu: Sumarlam	R-01	317-321
	Danny Wira Dharma , <i>A Close Look at the Efficacy of Teacher's Written Feedback upon Students Writing</i> Pemandu: Patuan Raja	R-02	49-52
	Mateus Yumarnamto , <i>Why Can't Pragmatic Explain Metaphors?</i> Pemandu: I Dewa Putu Wijana	R-03	256-259
10.15-10.40	Yuliana & Rica SW Goeridno , <i>Gender Influence in Reporting News</i> Pemandu: Hasan Basri	R-01	251-255
	Nurhayati , <i>Penggambaran & Penempatan Situasi dalam Garis Waktu di dalam Novel Berbahasa Inggris</i> Pemandu: Siusana Kweldju	R-02	177-180
	Katubi , <i>Pengintensifan Tindak Meminta Maaf di Kalangan Akademisi Bandung</i> Pemandu: Titik Indiyastini	R-03	181-184
10.40-11.00	Istirahat: Kudapan pagi		
11.00-11.25	Budi Susanto, SJ , <i>Bunyi, Kata, dan Bahasa Peristiwa (Ter) Surat (Kabar)</i> Pemandu: Yetty Morelent	R-01	35-39
	Patuan Raja , <i>An Indonesian Child's Negative Construction Development</i> Pemandu: Yuliana	R-02	288-292
	I Dewa Putu Wijana , <i>Mencari Kaidah Elipsis Me(N)- dalam Ragam Jurnalistik</i> Pemandu: Nugraha Krisdiyanta	R-03	102-105

11.25-11.50	Sumarlam, Pemilihan Definisi Wacana oleh Mahasiswa S-2 Prodi Linguistik Program Pasca Sarjana UNS Pemandu: Danny Wira Dharma	R-01	215-218
	Hasan Basri, Phonological Nativization of Kailinese Loanwords Pemandu: Mateus Yumarmanto	R-02	273-277
	Siusana Kweldju, Landasan Neuropsikolinguistik bagi Pengajaran Bahasa Berbasis Leksikon Pemandu: Rica S.W. Goeridno	R-03	211-214
11.50-12.15	Titien Rostini, Sufiks Bahasa Jepang dalam Konteks Morfologi Bahasa Indonesia Pemandu: Lesteni Purnasari	R-01	293-297
	Iwa Lukmana, Awas Euy, Ada si Ontohod! Pengaruh Kehadiran Orang Ke-4 dalam Penggunaan Istilah Rujukan Untuk Orang ke-3 Pemandu: Carolina Chuciardi	R-02	118-122
	Refnaldi, Logika dan Konsep Ilmu dalam Peribahasa Minangkabau Pemandu: Josefa Mardijono	R-03	189-192
12.15-12.40	Ermanto, Pola Pengacuan Pembentukan Kata-kata yang menunjukkan Lokasi dalam Bahasa Minangkabau Pemandu: Muhammad	R-01	89-93
	Mataim Bakar, s+stop onset cluster in Brunei-Malay Pemandu: M. Nababan	R-02	164-168
	Fathur Rokhman, Penanda Jenis Kelamin & Usia dalam Pemilihan Kode Bahasa dalam Masyarakat Banyumas Pemandu: Djarmika	R-03	98-101
12.40-14.00	Istirahat makan siang		
14.00-14.25	Lesteni Purnasari, The Analysis of Thematic Roles and Semantic Structure Pemandu: Refnaldi	R-01	148-151
	David Gil, Learning about Language from your handphone Pemandu: Titien Rostini	R-02	57-61
	Josefa J. Mardijono, Promoting Cooperative and Supportive Interaction in the EFL Speaking Class Pemandu: Iwa Lukmana	R-03	133-136
14.25-14.50	Muhammad, A Nasal Regressive Assimilation on English Morpheme -in & Indonesian Morpheme Me- Pemandu: Fathur Rokhman	R-01	283-287
	M. Nababan, Paham & Perilaku Seksis dalam Berbahasa Pemandu: Ermanto	R-02	156-159
	Djarmika, Kohesi Teks Hukum Perjanjian Berbahasa Indonesia Pemandu: Mataim Bakar	R-03	71-75

14.50-15.15	✓ Sarwiji Suwandi, <i>Penilaian Berbasis kelas dalam Kegiatan Pembelajaran Bhs Ind</i> Pemandu: Siti Mina Tamah	R-01	193-197
	Haji Jaludin Bin Haji Chuchu, <i>Akhiran –I dan Akhiran Panduan dalam Dialek Melayu Brunei</i> Pemandu: Hermina Sutami	R-02	123-127
	Julia Eka Rini, <i>Integrating Culture in the Materials for EFL Learners</i> Pemandu: Endang K. Trijanto	R-03	137-139
15.15-15.35	Istirahat: Kudapan sore		
15.35-16.00	Agustina & Atmazaki, <i>Teka-teki Dalam Bahasa Minangkabau: Tinjauan Psikolinguistik</i> Pemandu: Haji Jaludin Bin Haji Chuchu	R-01	1-5
	Endang K. Trijanto, <i>Bahasa "Memperlunak" Budaya "Kekerasan" di DKI Jakarta</i> Pemandu: Sarwiji Suwandi	R-02	80-83
	Siti Hajar, <i>Bahasa Lamaholot: Tinjauan Umum Morfologis</i> Pemandu: Julia Eka Rini	R-03	202-205
16.00-16.25	✓ Siti Mina Tamah, <i>Shifting from Teacher-Led to Student-Led Instruction in Writing Class</i> Pemandu: Carolina Chuciardi	R-01	206-210
	Hermina Sutami, <i>Kebekuan Kata Majemuk Bahasa Mandarin</i> Pemandu: Agustina	R-02	278-282

JADWAL KOLITA-2

PKBB, UNIKA ATMA JAYA, JAKARTA

Lokasi: Gedung Yustinus, Lantai 14

Sidang Hari Kedua: Rabu, 25 Februari 2004

WAKTU	KEGIATAN	RUANG	MAKALAH DI HLM.
9.00-9.25	E. Korah-Go , <i>Kategori Fatis Bahasa Jerman dalam Der Besuch der alten Dame dan Penerjemahannya</i> Pemandu: Esther Kuntjara	R-01	76-79
	Chong Shin , <i>Masyarakat multilingual di Lembah Sekadau, Kalimantan Barat</i> Pemandu: Dedy Ari Asfar	R-02	40-43
	Yuliana , <i>Teaching English to Young Learners through Songs</i> Pemandu: Antonia Soriente	R-03	242-245
9.25-9.50	Marida Siregar , <i>Kata Horas dalam Bahasa Batak Angkola</i> Pemandu: Endang S. Soemartono	R-01	160-163
	Hendra Tedjasuksmana , <i>The Constituent Structure of the Clausal Ellipsis & the Processes of the Deep Structure</i> Pemandu: Bambang Yulianto	R-02	113-117
	Amitya Kumara , <i>Ketrampilan Berfikir Kritis & Berargumen Siswa Sekolah Dasar di Yogyakarta</i> Pemandu: Dien Fakhrie Iqbal	R-03	6-10
9.50-10.15	Esther Kuntjara , <i>Memahami 'Ya' dan 'Tidak' Orang Indonesia</i> Pemandu: Chong Shin	R-01	94-97
	Antonia Soriente , <i>Pemerolehan Negasi Seorang Anak Dwi-Bahasa Italia-Indonesia</i> Pemandu: Setiono Sugiharto	R-02	16-20
	Dedy Ari Asfar , <i>Bahasa-Bahasa di Lembah Sungai Meliau Kalimantan Barat</i> Pemandu: E. Korah-Go	R-03	312-316
10.15-10.35	Istirahat: Kudapan pagi		
10.35-11.00	Endang S. Soemartono , <i>Bahasa Indonesia Lisan Interaksi kelas anak-anak SD di Jakarta</i> Pemandu: Amitya Kumara	R-01	84-88
	Bambang Yulianto , <i>Kaidah Transformasi dalam Cara Walikan</i> Pemandu: Marida Siregar	R-02	268-272
	Dien Fakhri Iqbal , <i>Strategi meningkatkan Kompetensi Berbahasa Melalui Teknik Diskusi kelompok</i> Pemandu: Hendra Tedjasuksmana	R-03	302-306

11.00-11.25	Nadra, Perbandingan Konsep Warna dalam Bahasa Minangkabau Isolek Selayo dengan Isolek kamang Hilir Pemandu: Atmazaki	R-01	169-171
	I Nengah Suwandi, Pilihan Penggunaan Tingkat Tutur Bahasa Bali dalam Interaksi Sosial antara Masyarakat Golongan Triwangsa dengan Golongan Jaba Pemandu: Karim Harun	R-02	172-176
	B. Himawan S. Wibowo, Bringing Popular Literature into the Classroom: Why & How Pemandu: Anton Berkanis	R-03	26-29
12.25-11.50	Amitya Kumara & Dian Sari Utami, Manajemen Emosi Melalui Prototype Bahasa Pemandu: Yayah B.M Lumintainang	R-01	62-66
	Iim R. Danasaputra, Analisis Kesalahan Komposisi Pemandu: I Ketut Dharma Laksana	R-02	110-112
	Kunardi Hardjoprawiro, Pemerolehan Kosakata yang Terlambat Pemandu: B. Cornelius Sembiring	R-03	144-147
11.50-12.45	Rica S.W. Goeridno, CALL: Material Development Strategies and Student Autonomy Learning Pemandu: B. Himawan S. Wibowo	R-01	307-311
	Anton Berkanis, Konkordansi Subjek Verba dalam bahasa Dawan Pemandu: Nadra	R-02	11-15
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This paper has been presented at Konferensi Linguistik Tahunan (KOLITA) 2 Tingkat Internasional (24 – 25 February 2004) at Atma Jaya University, Jakarta.

SHIFTING FROM TEACHER-LED TO STUDENT-LED INSTRUCTION IN WRITING CLASS

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I. INTRODUCTION

Nunan (1995:86) points out that the focus of a product-oriented approach is “what it is that the learner is expected to be able to do as a fluent and competent user of a language”. On the other hand, a process-oriented approach, Nunan (1995) further claims, focuses more on the various classroom activities which are believed to promote the development of skilled language use.

Teachers are encouraged to consider the process-oriented approach. This idea being applied, a classroom activity plays an important part. Deemphasizing the product, the classroom instruction is focused on the process happening in the classroom rather than on the completion of a task. To this point, Brown (2001:335) citing Shih (1986) states that the process approach to writing instruction focuses on the process of writing that leads to the final written product.

The short-term objective of every writing class is obviously for the students to master one of the language skills namely writing skill. The long-term objective of writing class at the English Department of Teacher Training Faculty is partly to enable the student to teach writing to their students later on. In the Writing syllabus of the English Department of Widya Mandala Catholic University, ‘text identification’ session is inserted. The consideration that time needs spending on identifying models of composition inserted by theoretical explanation shows that the process in writing class is emphasized. After this text identification, it is time for the students to start writing their own.

The abstract thinking process in writing is often realized – made more concrete – by introducing the steps or stages in writing. Fitzgerald (1992:3) divides writing process into three stages. They are: (1) prewriting, (2) drafting/writing, and (3) rewriting. Concerning

prewriting stage, Brown (2001:348) lists numerous ways to generate ideas. Two of them are reading a passage and skimming and/or scanning a passage.

Writing class can thus be characterized by the class session which may be started by reading activity for text identification. Through this text identification, the theory of writing is often dealt with. This is frequently done by the teacher's lecturing. The teacher takes care of the lecture while the students do the listening. Simply the emphasis is on the teacher.

Reversing the emphasis in that typical classroom results in learner-centeredness. Clark (1987) cited in Richards (2001:117) argues that education is a means of providing learners with learning experiences from which they can learn by their own efforts. Taking into consideration the learner-centered perspective, the teacher can in fact employ group work to provide chances for the students to get greater role of individual experience. The learners in this case the teachers-to-be can be given chance to lead their own class after being given chance to work in groups. This paper will then center on sustaining group work in encouraging the student to take care of the teacher's task concerning more specifically the text identification and theoretical explanation in writing class. Preceding this main issue, two underlying theories are worth presenting. They are learner-centeredness and group work.

II LEARNER-CENTEREDNESS

Proponents of a learner-centered approach claim that learners will bring different belief and attitude about the nature of language learning. Here is what Nunan (1995:178) more particularly states about this issue: "A learner centred approach is based on the belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences."

Brown (2001) puts forward some characteristics of learner-centeredness. They are:

- techniques that focus on or account for learners' needs, styles, and goals.
- techniques that give some control to the student (group work or strategy training, for example).
- curricula that include the consultation and input of student and that do not presuppose objectives in advance.
- techniques that allow for student creativity and innovation
- techniques that enhance a student's sense of competence and self-worth.

(Brown, 2001:46-47)

Encouraging teachers to implement learner-centered instruction, Brown (2001:47) further states that this sort of instruction will help provide students with a sense of “ownership” of their learning and thereby motivate them intrinsically.

Implementing learner-centeredness does not mean that the teacher hands over rights to the students. It is not a devaluing of the teacher’s professional role if the teacher ‘takes a back seat’ (using Richards (1998: 52)’s term). Nunan (1999:12) claims: “ ... learner-centered instruction is not a matter of handing over rights and powers to learners in a unilateral way. Nor does it involve devaluing the teacher. Rather, it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning.”

The idea of learner-centeredness is partly an attempt to involve more student participation in class. In other words, the shift from the traditional teacher-led classroom to learner-led classroom is likely to emerge from the question “What is the most effective method of teaching?” The best answer says: “It depends on various factors such as the goal and the content.” McKeachie (1994:144) however claims that the next best answer is “Students teaching other students.” One typical way to realize this is employing group work.

The next section is then devoted to depict the second underlying theory. It focuses the discussion on group work.

III GROUP WORK

Group work is used in many aspects of language instruction. It is in fact a form of learner activation. Besides giving practice of oral fluency, group work fosters learner responsibility and independence, improves motivation and contributes to a feeling of cooperation and warmth in class (Ur, 2000:232).

Brown (2001:177) defines group work as “... a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language”. Put simply, the students are given chance to work together. One of the major purposes of group work is, Brown (2001:177) continues saying, giving students more opportunity to speak.

Relating it to classroom interaction, Brown (2001:178-9) puts forward four advantages of group work. It generates interactive language. It offers an embracing affective climate. It promotes student responsibility and autonomy, and it is a step toward individualizing instruction.

The success of group work depends on effective and careful organization. Ur (2000:234) suggests 4 sections to consider: presentation, process, ending, and feedback. In **presentation** section, the teacher gives the instruction before giving out material or dividing the class into groups. In **process** section, the teacher monitors and intervenes to among others provide general support and help students having difficulty. In **ending** section, the teacher sets a time limit. In **feedback** section, the teacher most importantly expresses appreciation of the effort that has been invested and its results and takes part in among others giving the right solution.

Similarly, Brown (2001:187) puts forward 7 rules for implementing group work. They are: (1) introduce the technique, (2) justify the use of group work, (3) model the technique, (4) give clear detailed instructions, (5) divide the class into groups, (6) check for clarification, and (7) set the task in motion saying like “OK, get into the group and get started right away on your task.”

IV IMPLEMENTATION OF GROUP WORK IN WRITING CLASS

In this particular section, the writer is reporting what she had carried out before the midterm test (August – October 2003) in the even semester of 2003/2004 academic year concerning her attempt in encouraging the student to actively learn by their own effort.

It was one of the six parallel Writing B classes. Carried out twice a week, this Writing B class was aimed at students’ mastering the skills of writing descriptive and descriptive-narrative compositions. The main business taking place was grouped into 2 sorts: the theory discussion and the writing practice itself.

Altogether there were 12 meetings. Five meetings (meetings 5, 6, 8, 9 and 12) were for the teacher to take care of. These meetings primarily centered on the writing practice itself. The meetings were spent on the students’ writing 3 descriptive essays and on their revising the essays based on the corrective feedback provided by the teacher. These are actually teacher-led classroom meetings. The report was anonymous and to be typed - to get an ‘honest’ input.

The other 7 meetings (meetings 1, 2, 3, 4, 7, 10 and 11) were for the theory discussion. It was the time for the teacher to be a facilitator implementing student-led classroom meetings. The course contents for these meetings covered two main points: theory on descriptive writing (people and places description), and theory on sentence building

(subordination). The theory discussed covered descriptive writing, models of descriptive writing (people and places description) along with the exercise dealing with unity, coherence, supporting details. For subordination, the discussion concerned with sentence making, combining and completing.

At the last session of meeting 11 the students were given home assignment to evaluate the class conducted so far. They were asked to submit a report telling about the advantages they thought they got from group work preparation and group work presentation. They were also asked to report the problems they faced.

Nine groups were formed in this particular 26-student class. The material in the student's handout was then divided into 9 parts. Each group has different parts to prepare and present. In group work preparation (meetings 1 and 2) the students focused on their part. They read and discussed the respective task assigned to them by referring to the compiled materials. They did the exercise and then discussed the points of the presentation. The teacher helped and gave suggestion to keep students on task but the students were to carry out the task on their own.

In group work presentation (meetings 3, 4, 7, 10 and 11), the students were involved in peer teaching. They taught their own friends substituting the teacher's role of lecturing. Encouraging the students, the teacher told them in advance that they were not in fact teaching, but that the group assigned were only leading the discussion talking about writing materials and that they were learning from one another. The teacher also told them that the presentation would be scored. In this student-led classroom meetings, the teacher became a guide or a facilitator.

The general course outline looked like the following:

Meeting 1	Introduction to Writing B; grouping; Group work preparation.	<input type="checkbox"/> Course outline
2	Group work preparation continued	<input type="checkbox"/> Reading & discussing the task
3	Discussion led by groups 1 and 2 (Theory on descriptive writing/text identification)	<input type="checkbox"/> Reading & discussing the task
4	Discussion led by groups 3 and 4 (Theory on descriptive writing/text identification)	<input type="checkbox"/> Compiled materials pp 1-8
5	Writing practice (Assignment 1)	
6	Feedback for Assignment 1	
7	Discussion led by groups 5 and 6 (Theory on descriptive writing/text identification)	<input type="checkbox"/> Compiled materials pp 9-16
8	Writing practice (Assignment 2)	
9	Feedback for Assignment 2	<input type="checkbox"/> Compiled materials pp 17-25

- | | | |
|----|---|-------------------------------|
| 10 | Discussion led by groups 7 and 8
(Theory on subordination/text identification) | □ Compiled materials pp 31-42 |
| 11 | Discussion led by group 9 (Theory on subordination)
and review of the theory discussed so far. | □ Compiled materials pp 43-52 |
| 12 | Writing practice (Assignment 3) | |

It was found out that the class turned out to provide more chances for more students to be involved in the classroom. Twenty short reports the students submitted revealed the benefits obtained from group work preparation as follows: (the number at the end indicates the number of students reporting the respective benefit)

1. Getting more knowledge/ideas (5)
2. Sharing opinions (5)
3. Getting a task that becomes easier (4)
4. Learning to compromise (3)
5. Learning from friends' mistakes and strength (3)
6. Getting closer relationship (3)
7. Getting further information from friends' assistance (2)
8. Being faster in the process of studying (1)
9. Getting more relaxing experience (1)
10. Learning to spare time to study (1)
11. Knowing one's own weaknesses (1)

The benefits obtained from group work presentation were reported as follows:

1. Getting chance to improve self-confidence (9)
2. Learning how to be a (good) teacher (9)
3. Developing speaking ability (5)
4. Getting chance to be more creative in presenting the material to attract fellow students (2)
5. Improving vocabulary, grammar, pronunciation (1)
6. Getting the chance to speak English more (1)
7. Learning to explain using simple words (1)
8. Getting more information about the material because of having to read many books to prepare the presentation (1)
9. Being encouraged to study before joining the class (1)

For group work preparation, the problems faced concerned with combining opinions (9 students' report), finding time to gather (9 students' report), having a lazy/passive member (2 students' report), more jokes than work, making friends understand, and comprehending the material written.

For group work presentation (the student-led teaching), the problems reported were nervousness and shyness (14 students' report), ways to attract fellow students' attention (4 students' report) and search on the right words to express ideas (3 students' report).

Surprisingly, the outstanding benefit reported concerns with students' self-confidence. This indirectly indicates that the teacher can effect their students in a positive direction. Related to this issue, Dorneyi (2001:8) claims that learners are likely to respond in a very positive manner if they realize that the classroom is a safe place where they can gain confidence.

V CONCLUSION

The paper has briefly discussed the principles of learner-centered instruction. It has also presented the theory of group work. Put simply, it has provided the theoretical background for the implementation of learner-centeredness.

The paper has primarily reported the implementation of group work in a particular writing class. The student-fronted model of classroom instruction is not without its benefits. The students themselves feel that they get the advantages listed previously.

At a teacher training faculty, the ones sitting in today's classroom are tomorrow's teachers. Preparing these students for the future can be done by giving them student-led classroom. It implies that writing class for teachers-to-be can be the right place to achieve both the short and long term objectives of writing class – to write and to teach writing as early as possible. Just change the stage of our traditional classroom. Let's give it a try!

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